

DT at Werrington Primary School

Updated: July 2023

DT Units				
	Term 1	Term 2	Term 3	
Reception <small>(EYFS topics are adapted to children's interests each year, therefore are subject to change)</small>	Cutting skills, folding, joining skills Construction play	Cutting skills, folding, joining skills Construction play	Cutting skills, folding, joining skills Construction play	
Year 1	Food Technology - Fruit Salad	Mechanisms - levers and sliders	Kites - structures	
Year 2	Food Technology - Where food comes from	Textiles - puppets	Mechanisms - Beach Buggy	
Year 3	Food Technology - wraps	Mechanisms - levers and linkages pneumatic systems	Textiles - design, print and embellish cushion covers	
Year 4	Electrical systems - torches (circuits) using CHRISTMAS CARDS - COPPER TAPE, LED LIGHTS, BATTERIES.	Construction - strengthen, stiffen and reinforce	Food Technology - adapting recipe eg pizzas	
Year 5	Textiles - design and make pencil cases	Mechanisms: Gears and Pulleys-	Food Technology	
Year 6	Electrical Systems - games	Construction - Bridges	Food Technology - savoury snacks	Computer Programming - Lego crocodiles

Reception	Themes to develop sense of place:			
		Small Steps of Knowledge	Vocabulary	
	e			
		<p>Show curiosity about objects, events and people</p> <p>Questions why things happen</p> <p>Engage in open-ended activity</p> <p>Thinking of ideas</p> <p>Find ways to solve problems / find new ways to do things / test their ideas</p> <p>Use senses to explore the world around them</p> <p>Create simple representations of events, people and objects</p> <p>Planning, making decisions about how to approach a task, solve a problem and reach a goal</p> <p>Checking how well their activities are going</p> <p>Changing strategy as needed</p> <p>Reviewing how well the approach worked</p>	<p>Choose the resources they need for their chosen activities</p> <p>Handle equipment and tools effectively</p> <p>Children know the importance for good health of a healthy diet</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology</p>	

Year One	Topics to develop sense of place:	Food Technology	Mechanisms	Structures
		Knowledge/Skills		Vocabulary
	Food Technology`	<ul style="list-style-type: none"> • That all food comes from plants or animals • that everyone should eat at least five portions of fruit and vegetables every day • how to prepare simple dishes safely and hygienically, without using a heat source • how to use techniques such as cutting, peeling and grating 		fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,
	Mechanisms	<ul style="list-style-type: none"> • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project. 		slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards
	Structures	<ul style="list-style-type: none"> • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project. 		cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder

Year Two	Topics to develop sense of place:			
		Knowledge/Skills	Vocabulary	
	Food Technology	<ul style="list-style-type: none"> • That all food comes from plants or animals <ul style="list-style-type: none"> • that food has to be farmed, grown elsewhere or is caught • how to name and sort foods into the five groups • that everyone should eat at least five portions of fruit and vegetables every day • how to prepare simple dishes safely and hygienically, without using a heat source *cut, peel and grate with increasing confidence 	fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients	
	Textiles	<ul style="list-style-type: none"> • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques • Know and use technical vocabulary relevant to the project. 	joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish	
Mechanisms	<ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. 	vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used		

Year Three	Topics to develop sense of place:		
		Knowledge/Skills	Vocabulary
	Food Technology	<ul style="list-style-type: none"> • Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world • Know that a healthy diet is made up from a variety and balance of different food and drink • that to be active and healthy, food and drink are needed to provide energy for the body <ul style="list-style-type: none"> • Know to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source <ul style="list-style-type: none"> *carefully select ingredients *make product look attractive <p>*grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>	<p>name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p>
	Mechanisms	<ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. <ul style="list-style-type: none"> • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. 	<p>mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating</p>
Textiles	<ul style="list-style-type: none"> • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project. 	<p>fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance</p>	

Year Four	Topics to develop sense of place:		
		Knowledge/Skills	Vocabulary
	Food Technology	<ul style="list-style-type: none"> • Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world • Know that a healthy diet is made up from a variety and balance of different food and drink • that to be active and healthy, food and drink are needed to provide energy for the body <ul style="list-style-type: none"> • Know to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking <p style="text-align: center;">*carefully select ingredients</p>	<p>name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal,</p> <p style="text-align: center;">harvested healthy/varied diet</p>
	Electrical Systems	<ul style="list-style-type: none"> • Understand and use electrical systems in their products linked to science coverage. • Apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project. 	<p style="text-align: center;">series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device</p>
Construction	<ul style="list-style-type: none"> • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project. 	<p>shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision,</p>	

Year Five	Topics to develop sense of place:		
		Knowledge / Skills	Vocabulary
	Food Technology	<p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking <p>prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <ul style="list-style-type: none"> • how to use a range of techniques 	<p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality</p> <p>utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p>
	Mechanisms - Gears and pulleys	<ul style="list-style-type: none"> • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project. 	<p>pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output</p>
Textiles	<ul style="list-style-type: none"> • Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Understand how fabrics can be strengthened, stiffened and reinforced where appropriate. • Know and use technical vocabulary relevant to the project. 	<p>seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings,</p>	

Year Six			
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	<p>Food Technology</p>	<p>Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques</p> <p>In late KS2 pupils should also know: • that recipes can be adapted to change the appearance, taste, texture and aroma</p> <ul style="list-style-type: none"> • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health <p>*prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source.</p> <p>*use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality</p> <p>utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p>
	<p>Construction</p>	<ul style="list-style-type: none"> • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project. 	<p>frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent</p>
	<p>Electrical Systems/Computer Programming</p>	<ul style="list-style-type: none"> • Understand and use electrical systems in their products linked to science coverage. • Apply their understanding of computing to program, monitor and control their products. <p>Know and use technical vocabulary relevant to the project.</p>	<p>series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device</p>